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ABSTRACT

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main topics: (1) references of general interest; (2) reform strategies designed to promote academic achievement; and (3) literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. The citations were selected upon consultation with researchers at the National Center for Effective Secondary Schools and other universities and educational research institutions. (SI)

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NATIONAL CENTER ON EFFECTIVE SECONDARY SCHOOLS

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BIBLIOGRAPHY OF RESEARCH RELATED TO SECONDARY EDUCATION

SPRING, 1989

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The National Center on Effective Secondary Schools conducts research on how high schools can use their resources to enhance student engagement in order to boost the achievement of all students. Its main studies deal with higher order thinking in the curriculum, programs for students at risk, the stratification of learning opportunities, the quality of teachers' work life, and noninstructional influences on adolescents' achievement.

Clearinghouse Services

The Center includes a Clearinghouse, which provides an evolving bibliography, research syntheses on topics relevant to effective secondary schools, and, as resources permit, selective searches of the Center's bibliographic data base upon request. The general bibliography contains about 350 references on such topics as organizational remedies, class size, governance and organizational reform, grouping, school climate, school improvement programs, curriculum remedies, at-risk students and higher order thinking. Single copies are available upon request from the Clearinghouse. Research syntheses are available at cost (see enclosed sheet). For more information, contact Madge Klais, Reference Coordinator, Clearinghouse, National Center on Effective Secondary Schools, University of Wisconsin, 1025 W. Johnson Street, Madison, WI 53706. Telephone: (608)-263-7575.

Regular Center Publications

In the Fall and Spring of each year, the Center publishes a newsletter that offers analyses of substantive issues, also a resource bulletin on practical topics. To be placed on the mailing list to receive these publications free of charge, please contact Anne Turnbaugh Lockwood, Dissemination Coordinator, National Center on Effective Secondary Schools, University of Wisconsin, 1025 W. Johnson Street, Madison, WI 53706. Telephone: (608)-263-7575.

BIBLIOGRAPHY OF RESEARCH RELATED TO SECONDARY EDUCATION

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main topics: a category for references of general interest, another for reform strategies designed to promote academic achievement, and a third for literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. These citations have been selected upon consultation with researchers at the Secondary Center and other universities and educational research institutions. The bibliography is published twice yearly, in the Spring and Fall, and is subject to continual review and revision. Each citation also includes an ERIC access number, if available, at the end. The Center welcomes suggestions for additions and revisions. The Clearinghouse for the Center maintains a database of abstracts of all items on the bibliography and a listing of specific thematic editions of periodicals important in the field of education. These abstracts and database searches are available on request. Please contact: Madge Klais, Reference Coordinator (608-263-7575).

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Clune, W. H., with White, P., & Patterson, J. (1989). The implementation and effects of high school graduation requirements: First steps toward curricular reform. New Brunswick, NJ; Center for Policy Research in Education, Rutgers, The State University of New Jersey.

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National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, DC: Department of Education. (ED 226 006)

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a. INCLUSION OF DEPTH CONTENT IN COURSES:

College Entrance Examination Board. (1983-1986). Academic preparation for college: Teaching for transition from high school to college (Vol. 1-6). New York: College Board Publications.

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Applebee, A. N. (1981). Writing in the secondary school. Urbana, IL: National Council of Teachers of English. (ED 197 347)

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D. STAFF TRAINING

1. GENERAL REFERENCES:

Fitzpatrick, K., & Charters, W. W. Jr. (1986). A study of staff development practices and organizational conditions related to instructional improvement in secondary schools. Eugene, OR: Center for Educational Policy and Management, College of Education, University of Oregon.

2. INSERVICE: CONTENT-RELATED PROGRAMS:

Armento, B. J. (1986). Research on teaching social studies. In M. C. Wittrock (Ed.), Handbook of research on teaching (pp. 942-951). New York: Macmillan.

Begle, E. C. (1973). Some lessons learned by SMSG. Mathematics Teacher, 66, 207-214.

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3. INSERVICE: INSTRUCTIONAL TECHNIQUES:

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Glickman, C. (1985). Supervision of instruction: A developmental approach. Boston: Allyn & Bacon.

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4. PRINCIPAL LEADERSHIP TRAINING:

Bossert, S. T., Dwyer, D. C., Rowan, B., & Lee, G. V. (1982). The instructional management role of the principal. Educational Administration Quarterly, 18(3), 34-64. (EJ 268 214)

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1. GENERAL REFERENCES:

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Carlson, S. B. (1985). Creative classroom testing. Princeton, N.J.: Educational Testing Service.

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National Association of Secondary School Principals. (1976). Competency tests and graduation requirements. Reston, VA: Author. (ED 126 160)

b. MULTIPLE INDICATORS:

Alverno College Faculty. (1979). Assessment at Alverno College. Milwaukee, WI: Alverno College. (ED 177 928)

Burgess, T., & Adams, E. (1980). Outcomes of education. New York: MacMillan.

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Diederich, P. B. (1974). Measuring growth in English. Urbana, IL: National Council of Teachers of English. (ED 097 702)

Faigley, L. et al. (1985). Assessing writers' knowledge and processes of composition. Norwood, NJ: Ablex Publishing.

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A. ADOLESCENCE PROJECT

1. GENERAL REFERENCES

Becker, H. J. (1987). Addressing the needs of different groups of early adolescents. Baltimore, MD: Center for Research on Elementary and Middle Schools.

Hanson, S. L., & Ginsburg, A. L. (1988). Gaining ground: Values and high school success. American Educational Research Journal, 25(3), 334-365.

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2. ADOLESCENT DEVELOPMENT

a. PEER INFLUENCES:

Biddle, B. J., Bank, B. J., & Marlin, M. M. (1980). Parental and peer influence on adolescents. Social Forces, 58(4), 1057-1079.

Cohen, J. (1983). Peer influence on college aspirations with initial aspirations controlled. American Sociological Review, 48(5), 728-734.

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b. EXTRACURRICULAR INFLUENCES:

Otto, L. B. (1982). Extracurricular activities. In H. J. Walberg (Ed.), Improving educational standards and productivity (pp. 217-233). Berkeley, CA: McCutchan.

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c. FAMILY INFLUENCES:

Baker, D. P., & Stevenson, D. L. (1986). Mothers' strategies for children's achievement: Managing the transition to high school. Sociology of Education, 59(3), 156-166. (EJ 340 568)

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3. STUDENT EMPLOYMENT:

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Steinberg, L. D. (1982). Jumping off the work experience bandwagon. Journal of Youth and Adolescence, 2(3), 183-205.

B. AT-RISK STUDENT PROJECT

1. GENERAL REFERENCES:

Erickson, F. (1987). Transformation and school success: The politics and culture of educational achievement. Anthropology and Education Quarterly, 18, 335-356.

Gibson, M. A. (1982). Reputation and respectability: How competing cultural systems affect students' performance in school. Anthropology and Education Quarterly, 13(1), 3-27. (EJ 263 910)

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2. DROPOUTS:

Alexander, K. L., Natriello, G., & Pallas, A. M. (1986). For whom the school bell tolls: The impact of dropping out on cognitive performance. Baltimore, MD: Center for Social Organization of Schools. (ED 253 842)

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